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ABSTRACT

The roles of parents, teachers, school administrators, and members of the community in developing self-discipline in children are examined in this collection of articles. Chapter 1 describes how parents can promote the development of self-discipline in their children through such methods as setting limits and establishing a framework for discipline. Chapter 2 provides environmental planning guidelines and interpersonal guidelines to aid beginning teachers in fostering self-discipline in their students. Chapter 3 presents guidelines for the experienced teacher about his or her role as a teacher, the developmental needs and abilities of children, aspects of teacher-student relationships, and the influence of parents, peers, curriculum, and organization. Chapter 4 reviews the school principal's role in the development of self-discipline in children. The last chapter examines the responsibility of community members in educating children and describes a few programs designed to help develop self-disciplined children. (Author/JA)

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TOWARD SELF-DISCIPLINE

A Guide for Parents and Educators

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"My Civil Rights as a Child" (p. 4) appeared in *Individual Differences: An Experience in Human Relations for Children,* a Handbook developed by the Madison (Wisconsin) Public Schools and distributed by the Anti-Defamation League of B'nai B'rith.

Editor's note: Although every reasonable care has been taken in this bulletin to avoid the so-called "sexist" terminology, it has not always been possible to use *he/she* or *his/hers* in speaking of the child. The editor has here and there used the pronoun *he* to indicate the generic pronoun to mean a child of either sex, rather than to interrupt the flow of prose with *he/she* or *him/her.*

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My Civil Rights as a Child

I have the right to be happy in this room:

This means that no one will laugh at me or hurt my feelings.

I have the right to be myself in this room:

This means that no one will treat me unfairly because I am
Black or White
Fat or Thin
Tall or Short
Boy or Girl.

I have the right to be safe in this room:

This means that no one will
Hit Me
Kick Me
Push Me
Pinch Me or
Hurt Me.

I have a right to be heard or to hear in this room:

This means no one will yell, scream, shout or make loud noises.

I have a right to learn about myself in this room:

This means that I will be free to express my feelings and opinions without being interrupted or punished.

Foreword

"Lack of discipline" has been consistently identified by the general public as one of the major problems facing the public schools in each of the Gallup polls taken in the past eleven years for Phi Delta Kappa, an organization of professional educators. In the view of respondents, the people who provide financial support for public education in the United States, students are "out of control," especially at the secondary level, and something must be done.

The Publications Committee, mindful of ACEI members' continuing commitment to the education and welfare of children, has been disturbed, not only by the dimensions of the discipline problem but by some of the solutions being proposed for maintaining order within groups of children. Our concern has led to the development of this bulletin, designed for parents and educators everywhere who are seeking positive ways of guiding children toward an understanding of their responsibilities and rights within their society.

In all previous ACEI publications on the topic of discipline, the emphasis has been on self-discipline as the long-range goal of an effective educational program for children. This point of view was well represented in the ACEI 1957 bulletin entitled *Discipline.* In his introduction to that publication, James L. Hymes, Jr., stated:

"At home, on their jobs, in their local communities, in their country, in their world, the graduates of today's schools will work closely with people. They must learn *now* how to live and work with people, or be miserable or dangerous the rest of their days."

Although the goal of self-discipline remains central to this bulletin as it was in the earlier one, this new publication examines in greater detail the roles and relationships of all the people involved in the day-to-day lives of children in and out of the school setting: parents, beginning and experienced teachers, school principals and members of the community. We believe it is important for each of us to recognize the fact that, although we all play significant roles in helping children to attain self-discipline, none of us can function effectively without the interaction with, and cooperation of, the others. We have also included when appropriate our most current knowledge related to children's growth and development, an area that has expanded during the past twenty years.

In our Introduction, James L. Hymes, Jr., provides continuity between that earlier bulletin and this by sharing his present thoughts about the importance of discipline in the lives of children.

In Chapter One, "Parent Power: The Role of Parents in Establishing Discipline," Patricia Edmister and Georgia Lewis of the Montgomery County Public Schools speak directly to parents about the powerful role

that they play. Although written especially for parents, any early childhood educator will find valuable ideas here. Many of the suggestions have been shared by Pat with parents in the Washington, D.C., area, who view her popular television commentaries on the evening news.

In Chapter Two, "Guidelines for Beginning Teachers," Marjorie Hipple, a preschool director-teacher in Gainesville, Florida, who has spent many years working with children as well as student teachers, takes a realistic look at the basic needs of a new teacher and offers a set of guidelines that "more often than not" have worked for her.

In the next chapter, Kevin Swick and Carol Flake-Hobson, former elementary teachers now involved in teacher education at the University of South Carolina, take us into the classroom of "Mrs. Cleare," a fictitious teacher who is on the brink of "burnout." They recommend ways in which she and other experienced teachers can remain a constructive force in the lives of children.

Realizing that the role of the school principal in helping children achieve self-discipline is often overlooked, the Publications Committee asked Eleanor Duff and Evelyn Blackwelder, both actively involved in in-service activities with school administrators, to review in their chapter the significant role played by the administrator in guiding children. Professor Duff is assistant dean for academic affairs in the College of Education at the University of South Carolina, and Dr. Blackwelder is assistant superintendent for elementary and middle schools in Richland County District Two, Columbia, South Carolina.

In the final chapter, I examine the responsibility of all members of a community—regardless of their relationship to children—and what individuals and groups are doing to help children become independent and self-sufficient members of their society.

A bulletin for a professional association becomes a reality *only* because of the efforts of many persons besides the authors. Members of ACEI contributed their ideas at our international work-study conferences to the subcommittee of the Publications Committee, which planned this bulletin. This subcommittee's chairman was Luke Pfluger of Mansfield State College, Mansfield, Pennsylvania. Our appreciation we extend to Professor Pfluger and all who helped him and his subcommittee in developing this collection of practical ideas for parents and educators.

A special word of thanks also to Sylvia Sunderlin, whose skillful editing is always a joy to behold, and to Lucy Prete Martin, ACEI Director of Publications, for her talented and dedicated service to our Association.

ROBERT GILSTRAP
Professor of Childhood Education
George Mason University
Publications Committee Chairman, 1977–80

Fairfax, Virginia
June 1980

Introduction

Parents and teachers, I am persuaded, both see the need for the development of well-disciplined children. Even in today's relatively simple times we are having to restrain ourselves in use of water, of energy; we are having to make ourselves curb our speed and show care in the disposal of wastes. Demands of the future are bound to be more stringent. Somehow we have to treat children today so that they become moral youngsters, today and tomorrow. We have to find ways of acting toward children so that they become committed to the most helpful and thoughtful forms of association.

If we agree on this goal there is support for classrooms with reasonable rules that are supported by reason rather than force. If we focus on the development of children who themselves accept and believe in the ways of decency, we will strive to toss out fear and the "quick trick" methods of discipline that may make children "good" in the classroom as long as the teacher is watching, but which can never sell them on thoughtfulness as a way of living for the long years of their future.

I am also persuaded that parents and teachers both see the need for the development of social children, youngsters who have learned to work well together, who have learned to play well together and can think together and draw strength from each other. Today, and in the recent past, we have all seen a tremendous release of talent: the talent of non-whites and non-males. We have all seen how happenings in strange-sounding places—Teheran, for example, and Kabul, once hardly known to any of us—can touch our lives. The world for children tomorrow is bound to be even more interconnected with new strengths to be tapped, new problems of human relationships to be solved. We must be sure to treat children today so that they grow into human beings who enjoy other human beings and enjoy the process of learning to live with them.

The goal of developing children who can get along with each other can lead all of us to want to end the competition now so rife and end the concept of classrooms as paper-and-pencil factories and shushed-and-sitting centers. There is support for classrooms based on activity, on problem-solving of real tasks, on movement and cooperative action. There is support for classrooms of warmth and friendliness and for curricula with variety and countless chances for success. The development of good discipline and of healthy children means we must end classrooms of coldness and failure, building in their place centers of affection and achievement, love and learning.

James L. Hymes, Jr.
Specialist in Early Childhood Education
Berkeley, California

Chapter One

Parent Power: The Role of Parents in Establishing Discipline

PATRICIA EDMISTER and GEORGIA LEWIS

Young children are marvelous! Active, moving, experimenting, they explore the world around them through all their senses. Watching this ceaseless activity can be lots of fun for parents. Watching can also be terribly annoying or even scary as the child explores the dangerous parts of the world. While it is natural for children to act childish and uncontrolled at times, parents must limit such reckless behaviors both to protect them and to help them learn to control themselves. These actions mean *discipline,* and there are as many ways to discipline children as there are adults who want to "discipline" them.

How do you discipline? Some parents do it by "sparing the rod and spoiling the child," with resultant chaos. Some demand instant obedience—or else! The result: fearful and/or sneaky children. Others can't bring themselves to say an angry word for fear of destroying children's good feelings about themselves; these parents end up with children who are confused by their own power.

So how do you develop discipline without demanding perfection?

How do you avoid constantly giving in?

How do you teach self-control without breaking spirit?

Nobody ever said it would be easy. There is no magical moment when a child is suddenly ready to be reliably independent, make decisions and take the consequences. And, unfortunately, there is no fool-proof formula. But with careful, confident guidance, parents *can* play a significant role in developing a child's self-discipline.

How Does Self-Discipline Happen?

According to our current knowledge of child growth and development, responsible behavior does not "just happen" because parents have lectured, punished, rewarded or nagged sufficiently or even because they themselves have been models of responsible behavior. Children grow and develop morally in stages, just as they do physically. You don't expect an infant to perform gymnastic feats. The child has to learn in sequence to crawl, walk and run. You can't expect toddlers to sit still for hours, share

Patricia Edmister is Coordinator for Preschool Handicapped Programs for the Montgomery County (Maryland) Public School System. *Georgia Lewis* is a Parent Education Specialist with the Adult Education and Summer School for the Montgomery County (Maryland) Public Schools.

toys willingly or clean up after themselves. They have to learn responsibility in steps because that's the way thinking skills develop.

A parent's first step is to learn about ages and stages, to find out what kind of behavior is reasonable to expect of a child at different levels of development.

If you have ever had an ideal (before yours arrived) of that "perfect child" you were going to raise—one that would never forget manners, throw a toy, refuse to go to bed—try to forget that image. Concentrate on the real child you have. If you expect or demand perfection you are only setting yourself—and your child—up for failure. A sensible approach would be: "I have a perfect two-and-a-half-year-old. He's negative, egocentric and demanding, and he has temper tantrums, just as he is supposed to have."

Adopting such a realistic attitude does not mean you have to tolerate the rigid demands of your two-year-old or three-year-old or four-year-old. Expecting temper tantrums is not the same as encouraging them. It's what you do about them that counts. Your actions show your child he can count on you to help control those frightening feelings and gradually learn how to handle them himself.

So what *is* a parent to do?

Discipline or Punishment?

First, you do some thinking and defining. When you think about discipline are you really thinking punishment? If so, think again. Punishment and discipline are two different words with different meanings. *Discipline,* according to one dictionary, is "training, education, instruction and the governing of conduct or practice; the training to act in accordance with rules." *Punishment,* however, is "pain or penalty inflicted on a person for a crime or offense."

Setting Limits

Few parents want to inflict pain on their children. They just want them to eat their dinner or go to bed without a fuss; pick up their toys or stay out of the street. They want them to exercise self-control and operate within reasonable limits. But the only way children can learn to do those desirable things is to have parents who start setting limits early in their lives. As young children quite naturally lack experience and judgment, they need consistent, firm, lovingly given guidance to make them both independent and civilized. They do not need harsh retaliatory physical punishment. That type of parental response to unacceptable behavior causes more problem behaviors than it corrects.

Rather, children need to know what is expected of them and what the consequences will be if they push the limits. And they *will* push limits! One common assumption of inexperienced parents, with both young children

and older ones, is that once a child is told something he or she can be expected to remember it. Wrong! Children may need to be told over and over and over. Many preschoolers haven't really reached a level where they can generalize from one situation to another, so that each new situation may require considerable parental guidance and repetition.

Developing a Framework for Discipline

Understanding the preschooler's needs and creating an environment suited to the child's developmental level can help parents avoid many so-called discipline problems. Anticipating possible danger spots can reduce the need for discipline. Since a toddler's fine motor skills are not refined, that child needs plenty of time for tasks such as dressing, eating or clean-up. Plan ahead. Expect dawdling. A perpetual motion machine, the young child needs lots of space and freedom to move about. Don't expect him or her to sit perfectly still for more than a few minutes. A toddler is bristling with curiosity. Keep alert to those tempting, irresistible objects that invite handling. So don't leave Grandma's cut-glass vase within easy reach.

It is good to remember that discipline is both *guidance* and *teaching*. Discipline is more than stopping unacceptable behavior; it is also promoting positive behavior that suits the particular child's personality, age and maturity level.

Here's a typical "discipline problem." Most parents want their children to take responsibility for picking up their toys, thereby learning to be helpful and orderly. But you cannot expect a very young child to think of cleaning up a mess all alone. Here's where positive discipline fits in. Remember you are building for the future, and discipline is guidance and teaching. Your goal is that *someday* your child will actually appreciate neatness and be motivated to clean up a disorderly room and will think of doing it all by himself or herself. But that's a long way off.

First, the child will learn to help you clean up because you are so important to him or her. Your toddler wants to please you, gain your approval, be liked by you and *be* like you. But even so, the child cannot do the job alone, on command. He or she needs simple, specific directions and active encouragement.

"Clean up your room" is an overpowering order. A series of simple specific commands separately given should help the child get started. "Let's put the blocks in this box." "The puzzles go here." Also, because the child's attention span is short and the world around is so distracting, the child cannot keep "on task" for very long. It will take more time and energy than simply giving a command, but your demonstration of how to do it, your model of helpfulness and cooperation and your active encouragement, will eventually get results. Furthermore, you can say how nice the room looks, how much you like to see the toys in their place and how good it feels to get the job done.

Pointing out the joys of neatness is futile with a young child. Maybe the room looks "neat" to the child the way it is. Showing the child what you want and saying that you really appreciate his or her efforts—these are more appropriate concepts. Because the toddler likes to please the parents and sees them as all-powerful, it is especially important to avoid harshly negative messages, those that shame, blame or put down the child. Children see themselves the way their parents see them. Negatives can damage both fragile self-esteem and your parent-child relationship. "Firm but friendly" is the guideline.

As the child grows a little older and the world expands a bit, that child will begin to get the idea that most families like his or her own have some sort of general household rule about neatness; the child may even begin to see the value of orderliness. This does not mean that a ten- or twelve-year-old girl will *automatically* want to clean up her things and do so all the time. She's beyond the "Do it because it makes me happy" stage, but she likes the feeling of belonging to the family and knows that rules can be useful. Indeed, preadolescents are frequently intolerant of those who "break the rules," especially rules they themselves have helped to formulate.

At this stage, when they become aware of responsibility for orderliness, older children may respond to a different approach. Discipline problems centering on household chores and tasks, like other parent-child conflicts, can be resolved quite naturally and appropriately by parents and older children together. Give your child a share in developing the rules to live by, for the child now has the capacity to reason, consider consequences and make choices.

But it all begins in the preschool years, with parents who take the time to learn about ages, stages and reasonable expectations.

Ages and Stages

What's a two-year-old like? Active, energetic, busy, she wants what she wants, immediately, and is beginning to "assert her independence." She says "No!" a lot and has trouble making up her mind. What kind of discipline does a two-year-old need? First, she needs parents who understand the difficulty of sharing, waiting, making up her mind. Don't give lots of choices, especially if there really is no choice. Say "Let's clean up now" or "It's time to take a nap" instead of "Would you like to take a nap?," "... clean up your room?," "... go home now?" When she dawdles give physical help. We don't mean spank. Start getting one foot in a shoe for the homeward journey or take one hand and start walking. If necessary, pick up the child and remove her from a situation when behavior is out of control. Your child needs to know that you're strong enough to control when she can't do it herself.

Establish a routine that can reasonably be counted on from day to day. Make sure she has enough food and rest. A cranky two-year-old can't

always tell you she's tired or hungry. Be generous with smiles, hugs, approval. When behavior is inappropriate respond with discipline based on action and simple words.

What's a three-year-old like? He or she is anxious to please you. The family is important to him or her. Three-year-olds are beginning to have some special friends too. They want to learn to get along with others and can be most cooperative. They want to be like Mommy or Daddy. What kind of discipline does a three-year-old need? Plenty of supervision and guidance in learning how to help, to play with others, to explore. Although the three-year-old can handle simple responsibilities, don't expect too much. Request only tasks that really matter and only those that can be done with success. Don't call the child names, shame or blame him or her. Your approval is so important that the "put downs" can be devastating.

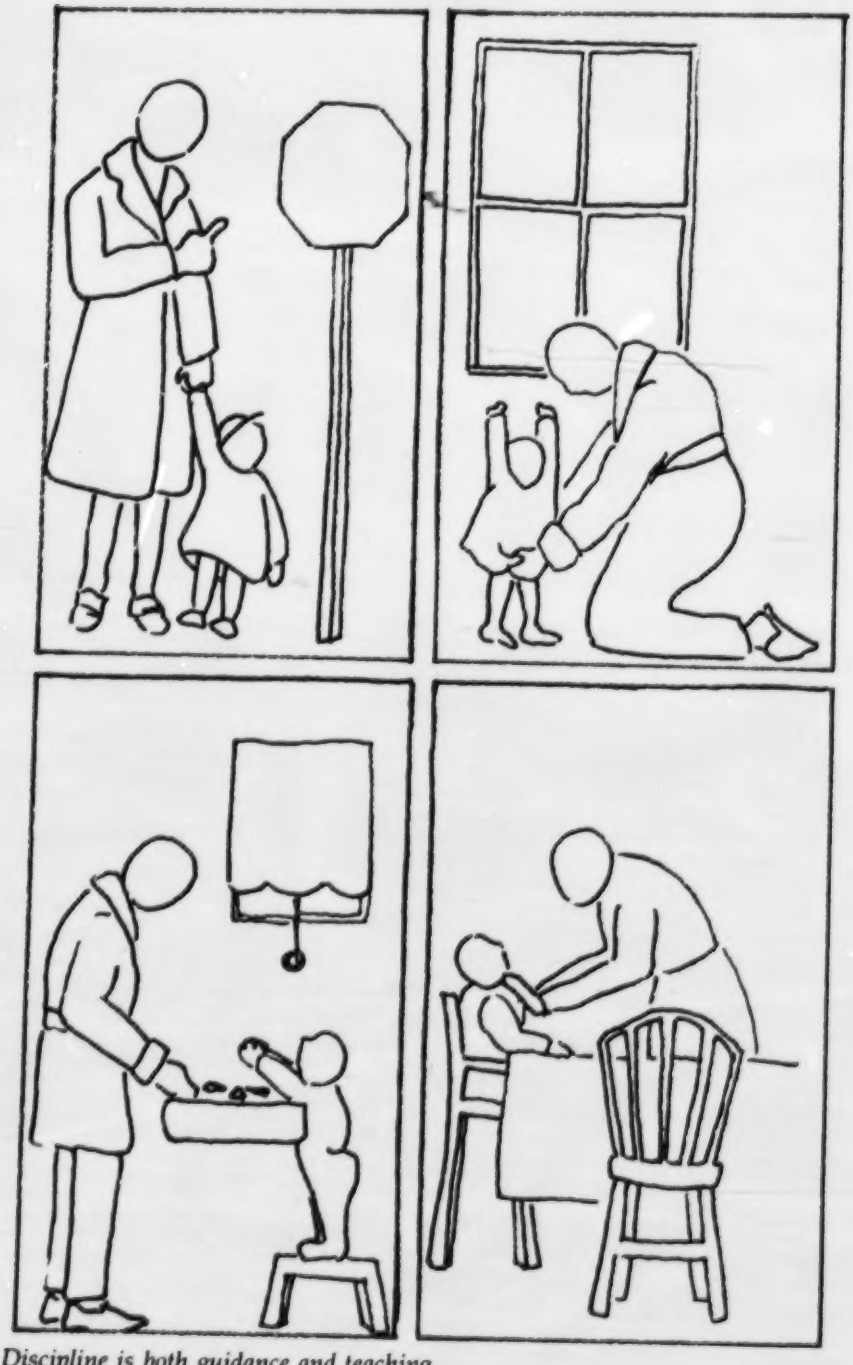
What's a four-year-old like? Sometimes described as out of bounds, the child at this age can be bossy, boastful, competitive. He's "feeling his oats," testing the limits. What kind of discipline is needed? Limits that give security, rules to live by, information about the world. Help the child verbalize feelings. A sympathetic "Most people get angry if you take away their things without asking" may be helpful. Help the child communicate needs to another child. "Tell Janie you would like a turn." Alternative approaches: "Janie didn't like it when you hit her, and she didn't want to give you the truck." Control him when he can't control himself. "I won't let you hurt Janie."

Later, when your child outgrows the preschool years, he or she will also outgrow the need for constant supervision, limit-setting and parental direction. Children will make decisions on their own and take the consequences, but will still need the guidance of parents who care. Your changing role will be to offer opinions and information, anticipate possible problems and evaluate events, with such questions as "What else could you have done?" Self-discipline is the result of a lot of thinking, experiencing and hard work on the part of both parents and child.

Effective discipline is an ever-changing process. That which is useful with toddlers is inadequate for teens. A three-year-old will do almost anything "because Mommy said so," but a thirteen-year-old will need more complex reasons for changing behavior. And that's as it should be; we need to encourage children to move toward greater *self*-discipline. Your preschooler needs firm, consistent, loving limits.

The Over-aggressive Child

Children vary tremendously in temperament. Some obey parental wishes immediately, while others object. Some are often physically violent when their wishes are denied. While most young children are combinations of behavioral types, it is the over-aggressive ones who are noticed. They are also the most difficult to live with, for they often respond to



Discipline is both guidance and teaching.

disciplinary action with defiance or physical aggression, which necessitates stronger discipline, resulting in a vicious circle. Parents cannot ignore such behavior, for it will get worse. The child will not learn self-control and will face rejection not only from adults but from peers, who won't tolerate such behavior in play or at school. While there is often a tendency toward strong physical punishment on the part of frustrated parents confronted with such a child, it should be avoided because it generates more conflict. Instead, after searching for causes and attempting to alleviate them, parents should be firm in their alternative responses to outbursts and provide appealing and energetic play options, with proper guidance and supervision. Those parents who find aggression so serious a problem that ordinary solutions won't work would be wise to seek professional help.

Parental Attitude

The actual methods you use to control or limit your child's behavior (excluding physical abuse, of course) are not as important as the atmosphere in which you operate and the degree of consistency you maintain. Discipline is always easier when a good relationship exists among family members. You've explained why the limits exist; you are consistent in indicating it is the child's behavior that is unacceptable, not the child; and you let the child take the consequences.

Since children's greatest need is the love of parents, the thing to be avoided above all else is making the child feel unloved. When a child reacts negatively to limits, saying: "I hate you" or "You're a mean mommy," try to accept explosive feelings and *strong* verbal expressions. Children need an acceptable way to express feelings. Don't get angry or hurt in return.

Does this mean that you should never show children anger, never show them that sometimes their behavior really annoys and upsets you? Of course not! It is as important for children to see and understand (the key is understand) legitimate angry feelings as to see loving feelings. For one thing, they are likely to experience lots of angry feelings themselves and need to know it is acceptable to have and express strong feelings too. Most parents can hold in anger only so long before it explodes, maybe over some minor offense. Then the child is *really* confused. One note of caution. Accepting your own or your child's angry feelings does not mean allowing indiscriminate *physical* expression of them. It must be made clear to children that hitting, biting, spitting and throwing things at others are not acceptable expressions of anger or frustration and will not be tolerated.

If the child seems to need some physical outlet, find an old pillow to punch or take the child outside to stomp out feelings on the ground. Don't let the child take out anger physically on another person.

The same goes for the adult. Your goal is to help your child make the distinction between angry feelings and angry actions. You must express your feelings about the way your child expresses his or her angry feelings by showing appropriate ways of responding when you are angry.

The Right Way and the Wrong Way

Many parents make the mistake of thinking there is a right way and wrong way to discipline children. But every discipline problem has to be examined in terms of the particular child's personality, age, style and the parents' style of parenting, what has preceded the event and how the child responds to discipline. Parents have found they can spank one child or take away privileges until there's nothing left and the child just smiles; another child in the same family may burst into tears if a parent so much as raises a voice. A parent must acknowledge such individual differences.

Many every-day occurrences in a preschooler's life may bring on a need for parental limit-setting. Parent absence, house guests, changes in mealtime or routine, visiting in someone else's house—any one of these may cause a child to act up. Also, certain phases children go through developmentally seem to invite parent irritability, such as the child that dawdles over eating, getting dressed or going to bed, or the irritation of an older child teasing younger ones. Though annoying, these "testing" behaviors are normal experimentations of childhood.

Like most parents, you will get annoyed and "blow up" at one time or another because you're human and your level of tolerance varies from day to day despite your intention to be consistent. After all, parents are people too. Just keep your expressions of annoyance within reasonable limits.

Some Do's and Don'ts of Discipline

Ask yourself, "What's making my child so cranky, ready to cry, so obstinate?" "Why is he refusing to eat or go to bed?" There may be a specific cause you can identify, such as the beginning of an illness or an overtiring day, but often there is no apparent reason for disagreeable behavior. If your child seems to be acting up, that may be a way of telling you, "I'm hurt, I'm angry, or I'm afraid." It's your job to help him or her feel better while learning the limits in expression of these feelings.

- Once you determine the source of misbehavior (if you can), be reasonable in your expectations and keep your priorities straight. Play down the little transgressions, saving cautions and controls for the big ones.
- Keep the number of rules to a minimum; too many rules are bewildering, too few confuse a child with his or her own power.
- As children get older, involve them in the formulation of rules.
- Say "no" only when you really mean it. If you are wishy-washy, changing your mind often or giving in to noisy objections, the child soon learns that you don't actually mean what you say and pays no attention until you explode. Frequent penalties for misdemeanors lose their effect.
- When children feel they are always in trouble with parents, they decide they might as well keep on misbehaving, since they'll be punished whatever happens.

- If you are calm and matter-of-fact about discipline most of the time, you'll be heard and obeyed should there be an immediate, threatening danger.
- Don't make threats of consequences if you won't or can't follow through. A child soon learns it's not necessary to obey if nothing happens to him or her. When possible, involve both parents in deciding limits and consequences.
- Never put the onus for discipline on one parent through statements, such as: "Just you wait till your father gets home." While father may reinforce the rules, often merely because of his size, tone of voice or infrequency of involvement in daily situations, he should not be made the "ogre."
- Parents with philosophical differences regarding discipline should try to work them out ahead of time, preferably out of sight and sound of the children.
- Give rewards such as attention, smiles, appreciation, praise for good behavior. Young children respond to positive reactions from parents.
- Don't assume your child knows what is expected of him or her in terms of behavior and limits. Children don't always know what is right or wrong and need to be told and then reminded, often many times, before appropriate choices become automatic.
- Never use physically abusive punishment. Spanking (always a controversial issue) is something each parent has to decide for himself or herself. If you feel spanking is occasionally acceptable, save it for use *only* in sudden danger-threatening situations (such as when a child suddenly darts out into the street), where it is vital for your child's safety that he or she obey instantly. But even then, spank the child only on the buttocks and only once or twice to emphasize the seriousness of the infraction, not to retaliate against the child.
- Finally, be fair. Don't change rules without telling the children. If you are busy, upset, sick or overtired and can't tolerate a behavior that you could tolerate under ordinary circumstances, tell your children. In most cases they can understand and will go along with occasional change.

What if you have been doing all the don'ts listed above? Is it too late to change your own behavior? No, it's never too late, but do remember, if your child is accustomed to one style of discipline and you begin using a different approach, you can't expect prompt acceptance of new methods. It will take your child time to unlearn old behaviors and take on the new. It takes time, work, energy and courage to be a parent. It is really a hard, full-time job, and one you can't quit!

You Can Do It

All of us have good days and bad days. There will be days when children's behavior seems impossible to control. We all, children and adults, get

discouraged, finding ourselves overwhelmed by events around us or by our own feelings. Unfortunately, too often we take these feelings out on others who don't deserve to be ill-treated. Children have days when they feel miserable too, when their feelings make good behavior impossible for them. Tolerance of negative feelings and behaviors has to work both ways. Parents have to expect and accept a certain amount from their children; in return, they must not be afraid to let their children see and experience the fact that parents are people too.

As Doctor Benjamin Spock said: "A child needs to feel that his mother and father, however agreeable, have their own rights, know how to be firm, and won't let him be unreasonable or rude. It trains him from the beginning to get along reasonably well with other people." (Spock, *Baby and Child Care*, 1974)

That is what discipline is all about, developing the *self-discipline* that will enable children as young adults to take their places in society. As you "bring up" children, you try to give them the framework for self-discipline, that set of values that each person uses to govern his own sense of what is right and what is wrong. These rules we live by are always there, underlying every situation, demonstrating our value system to our children.

Sometimes in the immediacy of coping with bedtime battles, temper tantrums and screaming sessions in the supermarket, parents lose sight of their long-range goals in child-rearing. In such situations most parents are just grateful for any approach that works! But "works" is a tricky concept. Methods that bring instant success in changing the behavior of the moment—such as bribing with candy or spanking vigorously—can have a disastrous effect on the child's self-esteem or the parent-child relationship. They can actually retard the development of *self*-discipline. "What wins the battle can lose the war." The real battle for control is between a child and himself.

A parent's role then is to help a child develop the tools for self-discipline in an atmosphere of love and trust. A parent can give plenty of love and affection; teach the child what society expects of him or her; help the child develop acceptable outlets for feelings; show the child how to make good choices; and be a good model of one's own values.

Self-discipline can't be forced on a child, it has to grow from within. Chances are that it will, with a little guidance and a lot of patience. The astronomer Galileo said, "You cannot teach a man anything. You can only help him discover it within himself."

Suggested Readings

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Granger, Richard H. *Your Child From One to Six.* U.S. Dep't of Health, Education and Welfare Publication No. (OHDS)77–30026. Washington, D.C.: U.S. Gov't Printing Office. Developmental information plus practical advice for everyday concerns about health and behavior

McClelland, David, Carol A. Constantian, David Regalado, Carolyn Stone. "Making It to Maturity." *Psychology Today,* June 1978. Intriguing discussion of how moral development interferes with the growth of independence and self-discipline

Neisser, Edith G. *Your Child's Sense of Responsibility.* Public Affairs Pamphlet No. 254. New York: Public Affairs Committee, Inc., 1957. A brief, common-sense treatment of discipline issues

Robertiello, Richard C. *Hold Them Very Close, Then Let Them Go.* New York: Dial Press, 1975. An eclectic view of childrearing, with sensible, yet sensitive, suggestions tuned in to the needs of both parent and child

Simon, Sidney B., and Sally W. Olds. *Helping Your Child Learn Right from Wrong.* New York: Simon and Schuster, 1976. Values clarification activities for parents to do at home

Spock, Benjamin. *Baby and Child Care.* New York: Pocket Books, 1974. The famous first survival guide for new moms and dads.

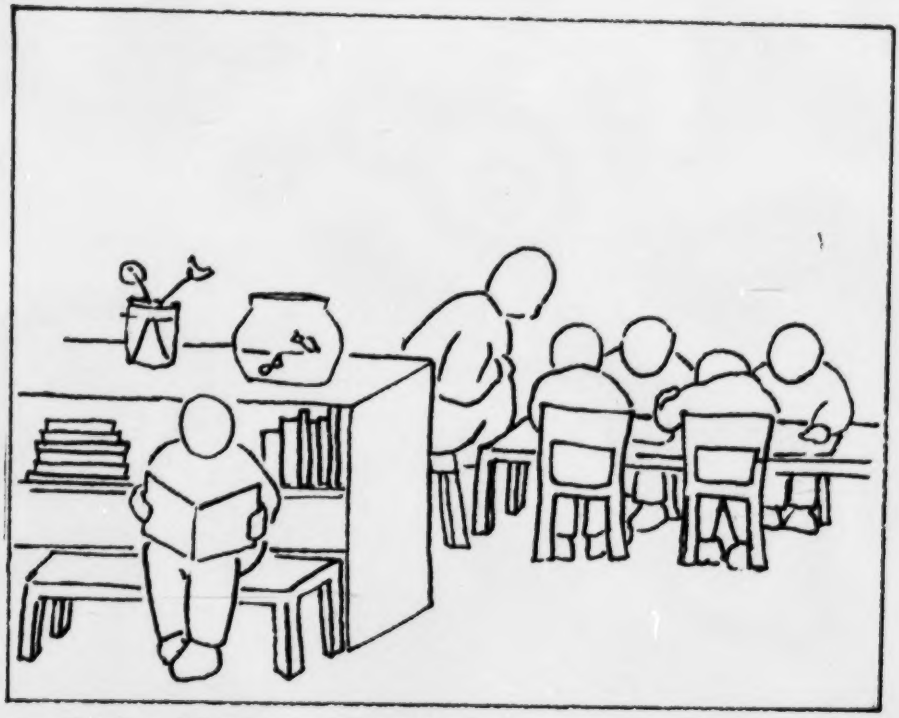
Stone, Jeannette G. *A Guide to Discipline* (Revised Edition). Washington, D.C.: National Association for Education of Young Children, 1978. A humanistic approach for parents and teachers, including tips for preventing discipline "problems"

Sullivan, Edmund V. *Moral Learning, Some Findings, Issue and Questions.* New York: Paulist Press, 1975. Thoughtful study of formal and informal values teaching in schools—primarily of interest to educators

Thatcher, Virginia S., Editor in Chief. *The New Webster Encyclopedia Dictionary of the English Language.* Chicago, Ill.: Consolidated Book Publishers, 1971. To get to the roots of some popular concepts

Weisberger, Eleanor. *Your Young Child and You.* New York: E.P. Dutton, 1975. Advice to help the beginning parent

Your Child From 6 to 12. U.S. Dep't of Health, Education and Welfare, DHEW Publication Number (OHD) 76–30040. Washington, D.C.: U.S. Gov't Printing Office. Developmental guide for the middle years with tips for smooth family functioning



Occasionally a child needs a solitary "time out."

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Chapter Two

Guidelines for Beginning Teachers

MARJORIE HIPPLE

If you want good discipline in your classroom—and what teacher doesn't—you must foster the creation of self-discipline in your students. It is as simple, and as difficult, as that. You can't always run the whole show yourself, being everywhere, seeing everything; your students must help. They can, provided they are self-disciplined.

The term "self-discipline" usually embraces those attitudes and abilities that enable people (students, in this instance) to be in control of themselves, determine their own behavior and accept its consequences; to delay or deny gratification of needs or desires. Students *can* "learn" self-discipline, but "acquire" could be a better verb, provided you help. To do so, you must be willing to share with your students the responsibility for what goes on in the classroom. You will have to let them flounder, make mistakes or go astray if from their misadventures you're fairly certain positive steps toward self-discipline will follow. It is necessary to tolerate the momentary chaos that will ultimately lead to orderly calm.

It isn't easy. Often, you'll want to step in too soon. You'll have to resist the temptation to solve the students' problems, referee squabbles and create harmony. If, instead, you let them sort out whatever difficulties they are encountering, you will increase in some small measure their self-discipline. The acquisition of self-discipline in your students requires its presence in you. But once you and your students all have sufficient self-discipline, benefits can ensue. Teaching and learning become fun; the classroom becomes an exciting, electric, caring and sharing place. Eyes and faces reveal joy of friendship; mutual endeavors involve teacher with students and students with each other to develop understandings, improve skills and increase positive feelings about self and others. Although you may fall far short of the goal with some students in attaining self-discipline, the pursuit has value in itself, for the very effort of striving for self-discipline is an achievement. Both the journey and the destination merit your best efforts.

The following guidelines have worked for me, not all but most of the time. Perhaps they can help you and your students too. They are based on the following:

I believe, first: *that self-discipline is learned behavior and, therefore, can be taught;* second, *that identifying and dealing with the causes of student behaviors*

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may be more important than focusing on only the behaviors themselves; third, *I believe in eclecticism.*

Although all roads may lead to Rome, no one road is best for all travelers. Similarly, no single technique derived from one or more of the guidelines will work for you and all your students all the time. You'll have to be a careful observer, a skilled diagnostician and a sensitive facilitator as you examine and analyze the situation, then decide which, if any, guidelines to follow.

Though interconnecting and overlapping, these guidelines are grouped in two convenient clusters, Environmental Planning Guidelines and Interpersonal Guidelines. The first deals with concerns, such as room arrangements and instructional design. The second and more important deals with how you work with the children and help them work with each other.

Environmental Planning Guidelines

Plan comprehensively. It's not enough simply to plan for what activity students will work at or toward what cognitive or affective goal. You need: to plan for placement of furniture, materials, learning centers; to consider the nature of the activity itself, whether boisterous or calm; whether it belongs before or after recess, lunch or rest period; whether you'll need at hand special materials—a tape recorder, flannel board. You need to know how many children will engage in which activities when and for how long and what the other children will be doing; to consider how you'll use paraprofessional help if you have it. Few jobs related to teaching are more important than these. The planned class provides balance, structure, the security of a sense of order and place; these qualities contribute immeasurably to the development of self-discipline.

Plan for contingencies. Robert Burns said: "The best-laid plans for mice and men gang aft agley." That last part means "often go awry," and go awry is exactly what will happen sometimes to your carefully worked out grand design. You planned comprehensively and sensibly. Then rain washes out your walking field trip, or the film projector breaks. Have a contingency plan, an alternative. You'll need it.

Allow for spontaneity. You have an emotional and temporal investment in your plans. But important as they are, your plans are not inviolate, chiseled in stone. Be willing to forsake them when spontaneous events occur that you can put to good use. Suppose your children are selecting partners for a class activity and one says of her partner: "I don't want to work with her. She's fat." Better to delay or drop the planned activity and, in a nonjudgmental way, explore this response for its potential in developing human relations knowledge and skills.

Offer choices. A foremost method of helping students acquire self-discipline is to let them make some choices. When Johnny is offered some

exciting possibilities: to read a book on dinosaurs in the reading corner, to help Billy create a skyscraper in the block center or to participate in the weekly cleaning of the guinea pig cage, his making a selection of one activity both demonstrates and adds to his sense of self-discipline.

But offer choices judiciously. Offering choices needs some tempering, especially at the beginning of schooling for kindergartners or even at the year's beginning for more experienced students. Too many activities, too many stimuli may prove more than some children can handle. While the optimum number will vary, in monitoring children as they make and carry out their choices, you'll soon get a feel for what is appropriate. Does Sherrie move restlessly from one center to another, never finishing at one time what she has begun? Does Tommy stand star-struck in the middle of the room, apparently trying to decide what to do and where, when and with what, seemingly unable to move? With your guidance, such undecided students may eventually ovecome this inertia, better able to handle the limited and sensible number of choices you make available.

Individualize activities. Whenever possible, activities for children should be individualized. This precept does not call for 30 different lesson plans for 30 different third-graders, but it does mean that the use of individualized, self-pacing and self-checking activities can add greatly to the quality of self-discipline in the classroom. There is always need to promote autonomy among your students so that they may become active in and responsible for as much of their own learning as possible. Because they differ, so should the activities they engage in differ, if only to avoid the frustration that results when activities are too difficult or the boredom that arises when they are too easy. Frustration and boredom generate outbreaks of discipline problems.

Create favorable work spaces. Spatial arrangements that inhibit seem typically beyond students' control. Young children, especially, can't be expected to rearrange the furniture. You can help your students by having good traffic patterns, uncrowded learning centers, materials within children's reach and places of (relative) privacy and silence. Imagine the frustration of trying to read silently next to a puppet presentation!

Schedule flexibly. Even more important than classroom space is classroom time. Scheduling should be somewhat flexible. An activity worth doing is worth time. Try to gauge the amount of time, then monitor the actual time the activity takes. Give students adequate time to complete and share tasks and clean-up, help them understand that their good use of time is important. Following this procedure, you will soon discover that they are becoming pretty good at making estimates.

Interpersonal Guidelines

Be reasonable. Children often display negative behaviors in response to unrealistic expectations. It is not reasonable to expect kindergartners to

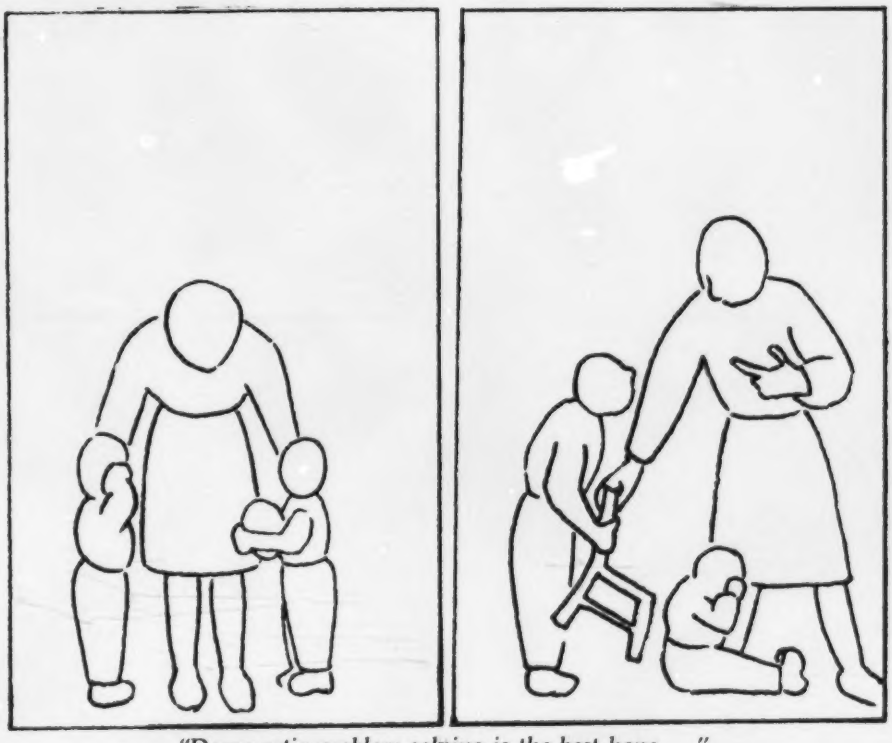
exhibit quiet, orderly "lining up" behavior the first few weeks of school; they must have time to learn. Nor can you expect much studious behavior from fourth-graders a few hours before Christmas vacation begins. It may be equally detrimental to the self-discipline in your classroom, however, to demand too little. Students tend to live up or down to your expectations and, with some thoughtful attention to these expectations, you should soon strike the right balance between too much and too little.

Be democratic. The classroom is a shared environment. If you think of it as yours only, with yourself as the sole maker, announcer and enforcer of rules, you'll have difficulty achieving self-discipline in your students. If you start the year trying to involve the group or individual children in discussion of classroom problems, be prepared to state problems clearly and defend your reasoning for solutions. You too are part of the classroom environment. If, for example, you cannot tolerate a high noise level, whether it bothers the students or not, tell them it bothers *you* and talk about what, together, you are going to do. Such open, frank discussions are far preferable to the "Hush!" and "Be quiet!" that, ironically, in some classrooms add to the noise they are supposed to subdue. Be prepared for, indeed solicit, student expressions of concern.

Democratic problem-solving is the best hope, whether with an entire class or with a smaller group. First, define and discuss the problem; pose various potential solutions; select one to try; implement the solution and evaluate its success.

Spotlight consequences. Children's natural egocentricism often works against their perceiving the effects of their behavior on others. Help those children who are self-centered to become better adjusted socially by teaching them to analyze the consequences of their indifference. Try to discuss the situation nonjudgmentally, encouraging the children to examine the effects of their behavior on others; to work toward developing in them some sensitivity to cause-and-effect relationships. Suppose a child playfully pulls out a chair from under another child. If you reprimand the chair-puller, telling him or her that you disapprove, it may stop the behavior—then. In the long run though, it pays to discuss the potential physical damage to the victim. "George, did you stop to think that Timmy might have got hurt when he sat so hard on the floor?" Made thus aware, the child may be less likely to do this again.

Probe feelings. Often behavior reveals hidden feelings in the behaving child; some behavior may unexpectedly injure the feelings of others. Your probing beyond behavior to feelings will pay dividends. For example, a student who is disturbing others or avoiding a task may reveal in your gentle, quiet discussion with him or her a real concern about an impending move or a family crisis. The child's feeling is getting in the way, causing lack of self-discipline.



"Democratic problem-solving is the best hope . . ."

You can also be an effective helper in facilitating the communication of feelings among children. Seeing Billy hit Johnny, you intervene:

You:	Johnny, you're crying!
Johnny:	Billy socked me for no reason.
You:	Billy did? How do you feel about that?
Johnny:	I'm mad. He shouldn't have done that.
You:	Billy, Johnny says you hit him for no reason and he's mad about it.
Billy:	He grabbed my book without asking.
You:	Johnny took your book without your permission? How do you feel about that?
Billy:	It makes me mad too. He should ask me if he wants to look at it.

Once such feelings have been probed, it is a simple next step to institute some of the democratic problem-solving means discussed in the "Be democratic" paragraph above.

Send "I-messages." Developed and popularized by Thomas Gordon in his excellent *Teacher Effectiveness Training* (McKay, 1974), I-messages offer another approach to use with behavior that causes problems. These

messages (statements) have three components: your nonjudgmental description of the problem, its effect on you and your feelings about it. An intimate sharing of feelings, I-messages attempt to increase children's awareness about the effects of their behavior. Like the spotlighting of consequences, this approach assumes that children are often unaware of the impact of their behavior and, further, that if they were made aware they might alter that behavior.

Two examples may help. Suppose your students are becoming careless about the way they leave the room each day. You send this I-message: "I feel angry when you leave school. I look at the room and see paper and books scattered around. I have to spend almost an hour cleaning up when I could be planning fun activities for our class." Following this message, you could then facilitate a problem-solving discussion.

The second example involves students whom you have taught to use I-messages. Imagine this interaction:

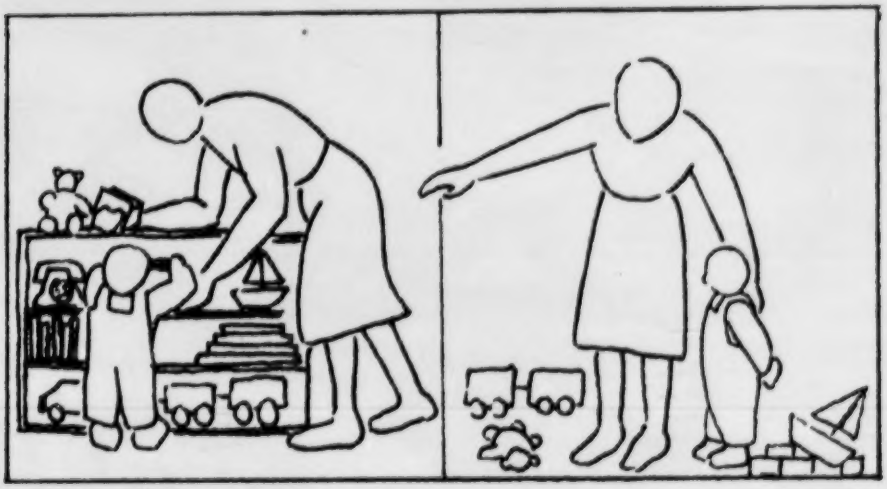
> *Sally:* Sharon, I got bumped when I was drawing. It made a big ugly mark. Now I'll have to start all over and that makes me mad.

Sharon might apologize, rationalize about the narrowness of the aisle or even help Sally get started again. In any case the message has been sent and received and problem-solving can begin.

Accentuate the positive. Suggest positive alternatives to a child whose behavior is unacceptable instead of focusing negative attention on undesirable behaviors. In doing so, you guide without shattering the child's feeling of worth and power. If, for example, you see a child throwing blocks, you might suggest that the blocks are for building, but that bean bags are available for throwing. You are providing the child with two positive and reasonable alternatives; building with the blocks or throwing the bean bags.

Be a "model" model. How do you handle the inevitable anger that occasionally creeps into all teachers? Do you shout? Spank? Shake (either the child or with rage)? What you do will likely be repeated by your students sooner or later. Try to teach children to verbalize and negotiate problems (and, thus, to exercise self-discipline) by doing so yourself. If you use the I-messages suggested earlier, you will probably soon notice your students using them. If you are positive in your responses, you may expect that students will become more positive in theirs. Even the simple but much-valued "please" and "thank you" are better taught by modeling than by preaching.

Instruct and reinstruct. Children often behave inappropriately because they simply do not know what is expected of them. What appears obvious or easy to an adult may be obscure or difficult to a child. While you will have to spend an inordinate amount of time at the beginning of the year



Children need simple, specific directions and active encouragement.

establishing routines, you will discover the time has been well spent when those routines become automatic. Similarly, when introducing new materials, demonstrate any specific uses and watch the children's reactions to determine whether further instruction is necessary.

Cue behavior. Children need and want a sense of order and consistency in their lives, which cues can help provide. Cues are useful in signaling transition between activities or requesting specific behaviors, such as raising hands before speaking. A flick of a light switch may alert students to clean-up time; an upraised hand calls for quiet.

Reinforce appropriate behavior. Whether consciously or not, teachers continually reinforce behaviors. If you are unaware of your impact as a reinforcer, you may reward the wrong kinds of behavior. Reinforcing only those behaviors you wish to see repeated or emulated with a wink, a smile, an affectionate ruffling of the hair or a simple "Good work!" will let children know their behavior is approved. Knowledge of approval will lead children to repeat acceptable behaviors and, consequently, to an increase in their self-discipline.

Reinforce positive behavior. In some children desirable behavior is at best a sometime occurrence, calling attention because of its rarity. To encourage desirable behavior in such children, try reinforcing positive adjacent behavior. The child who disrupts a listening activity may learn something when you praise nearby good listeners by name. Eager to earn the same praise, he or she may become imitative of good behavior. But be careful. Do not make direct comparison of one child with another, as in "Why can't you sit quietly the way Mary does?"

Ignore behavior. Occasionally the best offense is none at all. There are times when it is best simply to ignore inappropriate behavior. It is hard,

requiring more self-discipline on your part, but it pays. Ignored behavior is usually not reinforced, so that it may diminish or stop entirely. Often, children can and will solve their own problems and, by so doing, gain a measure of self-discipline. Your intervention may only exacerbate a problem. A sudden pause and then a rather loud "Be quiet when I'm talking" from you not only raises the classroom noise level you're trying to reduce, but disrupts the teaching-learning process.

Give a breather. Occasionally what's needed is "time out," a redirection to some neutral activity different and apart from the inappropriate behavior. "Time out" is not necessarily a punishment. But removing the child quietly from everything and everybody provides a solitary activity, such as reading a book, working a puzzle, which he or she can do until ready to re-enter the society of the classroom.

Restrain behavior. Children do lose control, not often but now and then. When they do and the accompanying actions threaten harm to themselves or others, they must be restrained. Verbal restraints may do. "I can't let you hurt yourself or someone else. You are angry, but relax a minute, take a breather and you'll feel better. Then we can work out the problem." You may even have to hold an overwrought, out-of-control child. Do so calmly but firmly, until he or she regains self-control.

Guidelines can help children achieve self-discipline. There will be days when nothing works, when you wonder why you didn't go into interior decorating instead of teaching, but these days are few. If you try to implement these guidelines such days will be fewer still. That sounds like a guarantee. I guess it is. Good luck!

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Chapter Three

Guidelines for Experienced Teachers

KEVIN J. SWICK and CAROL FLAKE-HOBSON

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Mrs. Cleare was already out of sorts when she entered her fourth-grade classroom on a cold, wet Tuesday in February. Her husband had been irritated with her at breakfast, and she had got into an argument with her daughter Jane, who was late getting ready for school. When Mrs. Cleare saw A.J. teasing Kira and Cherry in the reading group she lost her temper completely. She had placed A.J. in "time out" at least 15 times recently for that same behavior. This time she angrily lectured all three children in front of the entire class and made A.J., Kira and Cherry write a hundred times each, "I must not play or disturb others during reading."

Later that day, when she went to the teachers' lounge for her short coffee break, Mrs. Cleare expressed her frustration with the children's misbehavior to everyone who would listen. Among those in the lounge the new teacher, Mr. Hartsell, seemed especially quiet as Mrs. Cleare talked. The two, Mrs. Cleare, a veteran teacher with eight year's experience in fourth grade, and Mr. Hartsell, a recent university graduate, were on the same planning team.

After school, when Mrs. Cleare had time to reflect on her stressful day, she began to see that such irritation with the students and with teaching was becoming a pattern for her. Perhaps she had experienced some of the professional "burnout" she had read about. Her attitude towards students had certainly changed from those early days when she was so enthusiastic about working with them. It may have been the way young Mr. Hartsell listened to her so quietly when she was airing her complaints, as if he were studying, reflecting on everything she said. "What an old gripe I must have sounded like to the new teacher!" she said to herself. His attitude gave her such concern that Mrs. Cleare resolved to do something about her own attitude, to take some courses or workshops for professional development, read some books on effective techniques of discipline and, above all, try to communicate her concern over her behavior, especially to Mr. Hartsell. She remembered what an effect the experienced teachers had had on her when she was a beginner. What kind of effect was she, an experienced teacher, having on this young, beginning teacher?

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Mrs. Cleare and Mr. Hartsell are, of course, fictitious characters, drawn to illustrate a situation that might, and often does, exist when experienced teachers find themselves bogged down in stale, ineffectual disciplinary techniques.

The remainder of this chapter will focus on 16 specific guidelines that we believe would be helpful to experienced teachers like Mrs. Cleare, who are concerned about their teaching effectiveness and want to make changes in their classrooms. Some of these guidelines are also mentioned in Marjorie Hipple's chapter for the beginning teacher.

We believe, however, that the beginning teacher's situation is unique and will never be repeated. Beginning teachers face the challenge of establishing an environment of order in a classroom for which they are totally responsible for the first time in their professional development. Their continued employment is often dependent on how well they maintain discipline in their classrooms, and they may sometimes rely heavily on externally imposed disciplinary techniques—such as behavior modification—to maintain control. Such techniques may help them to establish order, but they do not develop self-disciplined children.

An experienced teacher, like Mrs. Cleare, is more in need of renewing and developing flexible approaches to relating to students. To follow through on her resolve for renewal and development, we believe she should begin searching for the answer to the following question: "How can I best promote the development of self-discipline?" In searching for an answer, we would recommend that Mrs. Cleare examine current research and practice related to (1) her role as a teacher, (2) the nature of children, (3) specific aspects of teacher-student relationships, and (4) the influence of parents, peers, curriculum and organization. The guidelines that follow are organized under these major areas.

The Teacher

1. *Self-awareness and personal development are important.*

It is not uncommon for teachers like Mrs. Cleare, who have taught for many years, to lose their zeal for learning about themselves and learning in general. The experienced teacher, like most professionals involved in helping roles, may be susceptible to "burnout" after extensive physical and psychological demands. Yet only the teacher in touch with his or her own life can be effective in touching the lives of children and young adults. The teacher who no longer finds meaning in new experiences or fails to capitalize on professional learning experiences will soon be ineffective as a model for children.

2. *Personal qualities of teachers count.*

If Mrs. Cleare were to take advantage of the opportunities to interview students in the school, they would probably tell her that they liked

teachers who "have a sense of humor," "are interested in us," "are enthusiastic," "have the ability to find something good in each student," "are available to talk to us," "enjoy being around us," "are respected by others in the community," "expect us to perform well at whatever we do" and "want our ideas on how to improve the classroom." Teachers with a combination of these desirable teacher behaviors are more effective in promoting the development of self-discipline.

3. *Self-examination should be done regularly.*

All teachers can benefit by periodically examining their feelings. Mrs. Cleare would most likely profit from writing out answers to the following questions:

a. How do I view myself? Do I see myself as a productive and basically enjoyable person? How do I see myself as a teacher? Do I enjoy the challenges of teaching or has teaching become a drudgery?
b. How do I view the students I teach? Do I see them as growing, changing, inquisitive? Or have I allowed my thoughts about students to become cynical and negative?
c. What characterizes my relationships with them? Do I spend time with students in informal situations such as the playground or cafeteria? Do I become involved with them in their learning activities or do I spend most of my time isolated from them?
d. What are my relationships with parents? Do I involve parents in various classroom activities? Have I counseled with them about their important role in helping children develop skills of self-discipline?

While answers to these questions may seem evident, in too many cases questions go unasked because when teaching itself becomes a daily chore the intricate network of human relations is neglected as a part of the teaching process. Like Mrs. Cleare, some teachers may one day wake up to find themselves out of touch with self and others. A major concern of experienced teachers, then, must be their relationships—with self, students, parents and colleagues. We believe these human interactions either promote, delay or destroy the development of self-discipline in students.

4. *Teachers are important models for behavior.*

Experienced teachers know better than anyone that their personal-professional behavior sets the stage for much student behavior. Teacher-to-student and teacher-to-teacher interactions provide explicit models that children follow in developing self-discipline. Teachers who chew

gum and sit on tables, when children can't, confuse what they are doing with what they are saying.

Experienced teachers who welcome and assist new faculty members in becoming part of the school setting are positive examples for children. In such an accepting and helping atmosphere, which can be created when teachers care, it is likely that children will also care. On the contrary, school settings in which teachers are hostile toward each other will eventually bring about negative student behaviors. Helping professionals who are unable to "help" each other are unlikely to be effective in assisting children to develop skills of self-discipline. Less experienced teachers also look toward the more experienced teacher as a model of how to do things. One benefit of team planning is that experienced teachers can help new teachers cope with the challenges and frustrations in the teaching-learning-growing process. Such professional teaming is vital for both teachers and students. Teachers learn they can benefit from interacting with each other, and students benefit from the positive examples set by the teaching staff.

The Child

5. *Knowing and meeting developmental needs of children is necessary for discipline to be effective.*

Each child is unique and should be treated with this accepted principle of human growth and development in mind. Certain developmental regularities, however, have been identified by Piaget, Erikson, Kohlberg and other theorists. Although it is not possible to examine in depth the writings of these influential researchers in this publication, we would encourage teachers to study the books listed in the bibliography as they attempt to develop disciplinary approaches based on our current knowledge of children.

Experienced teachers who have already learned the subject matter to be taught and details of record-keeping can invest time and energy in really knowing the developmental characteristics of the children they teach. (See Piaget for cognitive, Kohlberg for moral and Erikson for social and emotional development.) For example, we have found Erikson's theory to be most useful in working with children. Six- to eleven-year-old children are in Erikson's stage of industry versus inferiority. Industry results when a child is encouraged to solve problems and to be productive and is shown appreciation for these accomplishments. When children are not encouraged to solve problems and be productive, inferiority will result, leading to poor work habits and feelings of uselessness. A child in this stage will be busy doing such things as science projects and activities with the scouts.

Teachers aware of the needs of children in this stage will encourage productivity and remember not to "put children down" when they fail at tasks. Adolescents, aged twelve to eighteen, are in a transition period from

childhood to adulthood. Erikson calls this stage, "identity versus identity confusion." In this stage an adolescent is trying to find himself or herself or, in other words, to find an identity by answering such questions as, "Who am I?" and "Where am I going in my life?" Teachers working with adolescents should always be aware of the importance and the stress involved in the adolescent's search for identity. Patience with the adolescent's changing moods and experimentation with roles is important. Providing opportunities for adolescents to talk things out and being supportive and understanding are important in helping adolescents develop self-discipline.

6. *Applying too much pressure causes rather than solves problems.*

The optimum amount of encouragement children require from teachers varies from child to child and time to time. The teacher who knows each child as an individual and is sensitive to body language and other ways the child communicates tensions can strive to match a level of encouragement with the child's needs. Expectations that are too high or too low can also create more stress than the child can handle. Learning to match instructional expectations with the uniqueness of each child is a challenge teachers continually face.

7. *Teachers should provide for children to develop independence within limits.*

To support children in their need to feel that they have some control over their own lives, teachers can allow choices within limits. For example, a preschool teacher might say, "Do you want apple juice or orange juice?" The child can have some practice in making choices and also feel some control. Asking, "What do you want to drink?" would not be appropriate, since the child might say, "Coke," which the teacher is not prepared to serve. Be sure the choices are realistic. When it is 32 degrees outside, asking, "Do you want to put your coats on before we go outside?" is not realistic. When giving a child a choice you should be sure that it is a reasonable choice and that you can live with the child's decision.

8. *Children should be helped to develop responsibility.*

Teaching students to be responsible is the most time-consuming but most rewarding part of the school day. Giving students choices and then helping them to learn to live with them is one way effective teachers try to help children learn responsibility. Children should be assigned only those tasks they can reasonably handle. Parents can be encouraged to provide opportunity to assume responsibility at home. We are not doing favors for children when we do everything for them or when we assign them tasks they cannot accomplish. Instead, children learn more responsibility only when they are allowed gradually to assume more and more responsibility.

9. *Discipline is a two-way street.*

In any situation children influence teachers as much as teachers influence children. In one study adults responded quite differently to children who were defiant or ignored the adult. Adults dealt most harshly with defiant and ignoring children. They did not punish the child who apologized (Sawin, Parke, Harrison and Kreling, 1975). Adults should be aware of how they are influenced by certain behaviors of children in positive or negative ways. Helping and learning from each other is a technique all experienced teachers need to cultivate as part of classroom management. For example, one of Kohlberg's points is that as we develop the ability to understand the behavior of others, we can make more reasonable judgments on these matters.

10. *Communication is the essential ingredient in promoting self-discipline.*

The teacher who develops good listening skills encourages students to be good listeners too. Open lines of communication with good listeners on both ends are absolutely necessary as children develop self-discipline. It is essential that both teachers and students learn to share their feelings without becoming defensive or angry. When adults say, "I'm sorry" or "I made a mistake," children have a model for handling errors in judgment.

Communicating reason for limits is always important. When we give children reasons for limits we set, they slowly internalize the reasons and explanations given them. Then, when they are tempted to engage in forbidden behavior they will not just look around to see if their teacher or parent is nearby to observe. Instead, they will remember the reason given them and think, "I should not do this because . . ." The child may still perform the forbidden act, but over a period of time communicating both reasons and the feeling of caring to the child will help him or her internalize a conscience, which will aid in self-discipline.

Children internalize the reasons and later use them to guide their own behavior when the teacher is not present. There are a number of books dealing with communication skills. Recommended are: Haim Ginott, *Teacher and Child* (1972); William Glasser, *Schools Without Failure* (1975); Thomas Gordon, *Teacher Effectiveness Training* (1974); Virginia Satir, *Peoplemaking* (1972).

11. *Democratic discipline is best.*

Children allowed to take part in decision-making are not only provided practice in making decisions but given a sense of control of their own behavior. Democratic discipline is characterized by effective communication skills, mutual respect, and joint problem-solving; such discipline

eventually leads to self-disciplined, self-governing persons. Being consistent is important. Teachers and parents who continually switch from authoritarian to permissive and then to democratic discipline are likely to confuse children. Such vacillating adults are poor models of self-discipline.

12. *Children need to be trusted, accepted and cared for by adults.*

Adult expectations are very important influences on children's behavior. If children know they are trusted, they will not want to betray that trust. Students also need to be accepted for who they are, even when they make mistakes. We believe teachers should let students know that they care for them. In our own experiences with children we've found many of our "problem students" are lonely persons who have never been valued by someone close to them. Caring can be shown in many ways, such as expecting the best from students or helping students to learn that others have needs too.

Parents, Peers, Curriculum and Organization

13. *Parents are the single most important influence on children's development.*

It is vital that teachers keep always in mind the importance of parental influence and continually attempt to improve relationships with parents of the children they teach. As Edmister and Lewis described earlier in this publication, parents *can* be encouraged to relate to their children in ways that further self-discipline. Positive parental modeling provides the best example for children in developing skills of self-discipline.

14. *Peers are important too.*

Throughout the school years peers become increasingly important to children's socialization. Positive peer interactions are to be encouraged. Peers serving as models and/or tutors can often be more effective teachers than adults, who may be far removed from the cognitive world of childhood. Because of the importance and sometimes delicacy of peer relationships, it is extremely important that a student never be humiliated in front of peers as a technique of discipline.

15. *Curriculum must meet developmental needs of children and promote their sense of self-worth.*

Any classroom setting without continuous renewal may become static and uninteresting. Need for change within a continuous environment is highly evident in kindergarten classrooms. An activity that captures the interest of young children in September may be boring by November unless presented with a new slant. As many experienced teachers have learned, a functional classroom must have, as basic parts of the curriculum,

continuity and meaningful change. Curriculum choices must also be made in terms of their contributions to the development of children's self-worth.

16. *Organized and appealing classrooms promote self-discipline.*

Another teacher role that experienced teachers find to be supportive of positive teacher-student relationships involves the organization and orchestration of the classroom learning setting. A well-organized classroom is the best classroom control technique for many teachers. Most students will behave according to the kind of environment in which they are living.

Children who develop skills of self-discipline usually adopt such behaviors because they have lived in orderly environments. Classroom order, daily routines and meaningful rules provide needed stability if we are to learn how to function in self-disciplined ways. Well-organized classrooms are vital for teachers who want to promote self-discipline in children. In a similar way, experienced teachers have found that appealing and inviting classrooms are most effective in bringing about motivated and self-directing students.

Summary

The guidelines presented in this chapter for the experienced teacher have focused on the major tasks that teachers must perform if students are to become self-disciplined socially and academically. We believe the most important of these involves building positive teacher-student relationships. Learning can occur only when the learner feels valued and sees himself or herself as a vital part of the setting in which teaching and learning are taking place. Wise teachers accept the personal uniqueness of each student. They see a person, not simply a student, and take that individual into consideration as they plan their classroom environment. As they communicate their sharing, along with reasons and explanations for necessary limits, they help children move toward self-discipline.

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Chapter 4

The Principal's Role in the Development of Self-Discipline in Children

R. Eleanor Duff and Evelyn M. Blackwelder

Discussions related to the development of plans and approaches to solve the stressful and time-consuming problems related to pupil behavior often emphasize the importance of a team approach to dealing with the issue. These teams include classroom teachers, administrators and parents as well as other special personnel, such as the school counselor. Seldom, however, do discussions of school discipline bring out the importance of the role of the instructional leader in the school, the school principal, who is a significant force in influencing the development of self-discipline in children and young people.

In reality, the school principal is more often than not seen simply as the chief authority figure in the school, perceived by both teachers and pupils as the keeper-of-order. As a result of this role definition, the principal is regarded in many schools as a threat rather than a support to the self-confidence of both teachers and pupils.

With respect to pupil control and discipline, some school principals often view these topics narrowly, as related primarily to watching for evidence of misconduct, correction of misbehavior and sometimes the punishment of students. Such principals fail to view the school environment from the perspective of a real-life laboratory for social growth, a place where pupils can be exposed not only to academic learnings but also as a place where they may learn first-hand how to give and take, share, interact with others and grow toward responsible independence.

The purpose of this chapter is to look closely at the responsibilities of the principal, for the attitudes and behaviors that prevail in the school and their potential effect upon each pupil's behavior and growth toward independence, self-discipline and responsible citizenship.

In discussing the development of self-discipline in children and pupils, three statements from our readings come immediately to mind:

"Caring deeply about children means you want good control and firm discipline for them . . ." (Stone, 1978)

"The more skillful we [as educators] are, the more we understand children and how long it takes them to grow, the more thought we put into leading them from adult control to the development of their own inner control." (Stone, 1978)

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"The understanding of individual children, the setting of rational limits that are made explicit at the child's level of understanding, firm and consistent intervention when the child goes beyond the limits—all these contribute to the kind of discipline that helps children to develop their own inner controls. (Almy, 1975)

Whether we're talking about nursery school children or seventh-graders, these statements hold important implications for educators who have chosen to associate themselves with young learners. The quotations above are especially significant for the principal, the individual responsible for the operation and control of the school as a whole and the well-being of each pupil as an individual and a member of a group.

With respect to the school's contribution to growth toward self-discipline and independence in pupils, we believe that the school principal must reassess the responsibilities assigned to that role and perhaps intensify efforts to provide leadership and guidance in several critical areas: 1) development of a positive school climate; 2) refinement of a meaningful and appropriate instructional program; 3) active involvement of pupils in the development of preventive measures; and 4) involvement of parents in the total school program, including decisions related to school behavior. While delineated as four areas, we recognize that all are intimately related in the school setting. They are separated here for emphasis and discussion only.

School Climate

The climate of the school may be defined in terms of the emotional tone that prevails throughout the school and the quality of the human-relations therein (Jarolimek, 1976). It is formed from the mixing and blending of all the transactions and interactions that take place throughout the school and is nurtured by the quality of the interchanges between all those individuals significant to the child in the school setting; i.e., the principal, teachers, parents and other school-related personnel.

As an instructional leader, the principal has a major responsibility to set the stage for positive and secure interchanges between parents, teachers and children. In this role the principal's behavior serves as an exemplary model. For example, the principal who actively supports teachers and caringly facilitates their efforts adds greatly to their confidence and self-esteem as competent professionals and goes far in removing feelings of threat and fear. When teachers receive messages of support and concern from the principal, they are in a better position to transfer those same feelings of acceptance and support to their youngsters. Conversely, messages received by teachers or other school-related adults, which indicate only weak support or lack of concern, are often translated into interactive behaviors that work against positive adult-child relationships, hence serve as a basis for pupil discomfort and misbehavior.

Thus, the school principal who cares deeply about children and understands their developmental needs actively assumes responsibility to

provide leadership in the establishment of a school climate that will enhance growth toward self-respect in the classroom teacher and self-discipline and independence in children. It must be recognized that children do not automatically become independent and self-directing; the process is learned over time. The kind of persons the classroom teacher and school principal are and the way children perceive them in day-to-day interactions greatly influence their behavior. Conscious effort then must be put forth by the principal to model behaviors that reflect acceptance, respect and support for all individuals related to the school. Effort must be made to show a sincere valuing of each individual in his own right.

The Instructional Program

There is growing evidence that the quality of pupil behavior appears to have a strong relationship to the quality and effectiveness of the instructional program of the school. Schools that provide carefully planned and meaningful learning experiences, ones that relate to real student needs, tend to have fewer instances of student misconduct.

The school principal is responsible for supervising and becoming integrally involved in the development of the total instructional program of the school. Each classroom teacher must be able to expect and depend upon continuous, facilitative support and sensitivity to the quality of instruction being provided. The several areas of the school experience that require close monitoring with respect to their influence on pupil behavior are: teacher preparation for instruction, classroom and instructional organization, scheduling, continuity of learning experiences, pace of instruction, clarity in teacher expectations and techniques used. Effective teachers are sensitive to the interaction between classroom management skills and classroom instruction.

We also think the principal should give attention to fitting the school's program of instruction to the developmental needs of pupils as individuals, as opposed to the "whole group" instructional thrust of days past. Throughout this process pupils must be informed of what is expected of them in each dimension of the program. Such knowledge provides for greater self-direction, hence more control of their own behavior. The principal's role in this effort is critical, since he or she can: 1) serve as a buffer in protecting teachers and pupils from inappropriate demands; 2) serve as an informed consultant in curriculum and instructional concerns; 3) be a creative and resourceful facilitator and management specialist in effective scheduling and sensible movement of children.

A word of caution concerning highly individualized programs. In this respect, the school principal must continually seek evidence of the school's sensitivity to the social dimension of the child's learning. In our recent narrow thrust for accountability in academic achievement, many school principals have acted irresponsibly in their lack of attention to social and emotional needs of children.

Preventive Measures

The effective school principal recognizes the fact that there is no single formula approach to the management of instruction and pupil behavior that will insure increased learning for all. But there are measures to be taken, however, which may tend to lessen the likelihood of major episodes of misconduct. A major responsibility is to initiate and support a system of preventive measures with respect to pupil conduct.

One of the most important preventive measures is that of knowing and understanding the pupil as an individual and respecting his or her feelings about himself or herself. Throughout the school program it is imperative that all individuals responsible for the care and instruction of pupils understand human development and behavior and be able to interpret and translate pupil actions in light of those understandings.

In many classrooms today instructional attention continues to be focused narrowly upon simply meeting the academic needs of the groups as opposed to attending to the varying needs within each individual. As a result, little effort is made to understand and respect individual differences in development and learning. Even less attention is given to understanding and accepting varying behavioral patterns among children.

In such group-oriented classroom settings, it is no wonder that children become discouraged and feel little self-value as individuals. Such corporate settings often become repositories of smoldering, explosive feelings, feelings that eventually manifest themselves in behaviors that can only be labeled misconduct.

Teachers must be supported and assisted not only in planning and conducting effective instruction; they must also be encouraged to know and value their pupils as individuals with unique personal qualities and be sensitive to ways of instilling feelings that will influence positive social conduct and forestall negative behavior.

With the principal's support and encouragement, the classroom teacher is in a vital position to relate more effectively to each pupil's feelings, to help children acknowledge and understand the impact of the requirements of the school day upon their feelings and subsequent behaviors and to identify those times when there will be need for extra sensitivity to the situation. Such knowledge helps children to be better prepared to assume greater control of their own personal behavior, such as during transition periods, small group assignments, delays or disruptions in class, field trips and other unusual or unexpected situations calling for self-direction.

As a viable preventive measure, a school principal might propose that each instructional unit or class develop guidelines for living together as a group comfortably, intellectually, socially and emotionally. Members of each group would reach an agreement as to their perception of what constitutes acceptable behavior for their particular group.

Activities and experiences as described above provide meaningful opportunities for direct involvement of the school principal, the teacher

and pupils in joint policy- and decision-making. Experiences of this type do much to engender a sense of group identity, cohesiveness and positive feelings for one another. In addition, pupils are provided a meaningful experiment with independence and self-direction.

Parent Involvement

Of all the approaches to improve school behavior, the active involvement of parents in the school's program holds greatest promise. In light of changes taking place in society today, particularly in the family, neither home nor school is in position to assume full responsibility for guiding a child's growth toward responsible independence. Instead, both must share the effort, effective only when communication is facilitated between home and school.

It is widely recognized that the child's most influential teacher is the parent. When a child enters school he or she comes into contact with another adult who is also significant to his or her development and learning, the classroom teacher. The parent and the teacher, each having different backgrounds, must be given opportunities to discuss how they can collaborate on meeting the needs of the child. This is especially critical in the area of self-discipline, since each family represented in the classroom may have for its children somewhat different behavior expectations, which reflect respective cultural backgrounds and values. It is only as the teacher is able to understand and accept each family's feelings and at the same time make his or her point of view clear, that the home and school may combine efforts on behalf of the child's development.

The principal's attitude and behavior can encourage and support teacher-parent efforts. Parents also can assist in formulation of policies and evaluation of practices related to school behavior. Parents, like their youngsters, who feel that they have a voice in the school's decision-making process, are more likely to be supportive of decisions made. Such support and cooperation are vital to the guidance and management of pupil behavior.

Over the past several years, numerous accomplishments have been made in education—new programs, new materials, innovative practices and technical advancements. Little has been done, however, to bring about improved pupil behavior in the classroom. If the role of principal is to be one of meaningful impact, he or she must assume a stronger *leadership* role in improving the quality of classroom life. Only in such a climate are children able to grow in independence and self-reliance.

In summary, the ability to control oneself does not occur automatically. Children need support and positive guidance from sensitive adults for such development. Therefore, helping children become independent and self-disciplined must become one of the major goals of the school today. It is becoming increasingly clear that only when the school principal, as with any effective administrator, strives to identify and actively refine behav-

iors that facilitate cooperative, collaborative interactions between all individuals in the school, that his or her efforts may be viewed as effective in supporting growth toward self-control and positive behavior in children.

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Chapter Five

Beyond the Home and School

Robert Gilstrap

Up to this point we have looked at the important role of parents, teachers and administrators in developing self-discipline in children. As members of a community, we can quickly identify the importance of these three groups of people as having major responsibility for what happens to our children. But what about others in our communities? Do they have similar responsibilities that can be as carefully delineated?

All who have studied the development of public education in the United States realize that the financial support of this system is based on the rationale that all members of the society benefit from a well-educated citizenry. Thomas Jefferson provided leadership for the acceptance of this principle when he presented in 1780 a plan for public education to the legislative body of Virginia. Jefferson firmly believed that the United States could never be a strong nation unless the people were well educated and able to take an active part in their government.

Financial support from all members of a community, whether or not they have children in the schools, is now an accepted component of the great experiment in public education in which the United States has been involved. Community responsibility for the education of children in the United States is thus an established, although sometimes debated, principle, which is the foundation of both public and private education.

But what about the responsibility of the individual members of a community to children beyond financing of their schools, whether public or private? The answer seems less clear. Alison Kilgour, an editor of *Newsweek* magazine, who lives in New York City, thinks she has such a responsibility. A movement there to outlaw children from certain buildings and neighborhoods she saw as an attitude toward children, which angered her to the point of presenting her strong opinion in a "My Turn" column, which appeared in *Newsweek* several years ago.

"The truth is that every child on the planet is the responsibility of every adult," Miss Kilgour wrote to *Newsweek*'s millions of readers. "The inability or unwillingness to recognize this and act on it, even on a very small scale, is—and there is no other word for it—childish. If maturity can be defined by the amount of responsibility we're willing to take on and able to handle, then it would seem that the problem here is not kids, the problem is big, overgrown kids in adult clothing who for unattractively selfish reasons are trying to weasel out of one of life's main duties, looking out for the real children."

In her essay she describes how, as a single woman, she is involved in the lives of the children in her neighborhood. Her actions range from taking care of a pair of older brothers while their mother is giving birth to a baby sister in the hospital to listening to a twelve-year-old one evening as he asked, "Alison, what is the soul?"

She closes her column by recalling from her own childhood an elderly neighbor who was a model of maturity and generosity for the kids next door who regularly climbed over her fence for a conversation. "We learned," she explained, "to respect our elders by having one around who was indeed our better." Miss Kilgour is passing on this heritage of concern for the young in our society as she speaks out for the rights of children everywhere and through the example of her life in a New York neighborhood.

But are there others who share Alison Kilgour's point of view, that every child is the responsibility of every adult? Her stand and active involvement in the lives of children in her neighborhood make her a model as a caring adult, a model that may be difficult to emulate even for one who believes she is right. The pressures and complexities of this mobile, modern society are not conducive to becoming directly involved in the lives of children once the bills have been paid for the educational institutions to which we entrust our young.

There may be some persons in your community who will feel repelled by the idea that they have a serious responsibility to a certain group in society—the children—which they may feel infringes upon their rights as adults. But there is no escaping the fact that our children are a reality in any neighborhood in which they happen to live, country, urban or suburban. What they are learning today will affect all of us in a positive or negative way when they become adults.

Many adults who realize and accept the seriousness of the need for the community to be actively involved in children's education are participating in programs designed to help us as parents and teachers do a more effective job of developing self-disciplined children. Let's look at a few examples of the kinds of persons and the types of programs to be found in many urban and suburban settings:

- The American Bar Association has developed a program of law-related education activities, which has been introduced in many communities. The program emphasizes the importance of law in the lives of members of our society. Lawyers involved in this program often make visits to elementary school classrooms to serve as resource people for teachers and their pupils.
- Experienced parents in many communities are available to talk with other parents over a special telephone line about the day-to-day problems of raising children. These volunteers are available to other parents who want to talk about common concerns. The program is sponsored by

United Parents of America, a national group whose goal is to develop children who will have strength of character, qualities of leadership, and who will be able to identify and pursue a clear-cut purpose in their own lives.

- Residents of homes for the elderly are becoming a part of the life of many elementary schools across the United States by serving as aides to teachers. While these senior volunteers are revealing their interest in the education and welfare of the young, they are also providing the young a contact with an older member of society, a valuable experience for many children who have not known or have had no contact with their grandparents.
- In a joint effort by the schools and the police department, children in many communities are getting the chance to study law enforcement. Such programs expand their knowledge and improve their attitudes toward the police, as students get to meet police officers in a friendly atmosphere, an acquaintanceship that helps them to relinquish whatever stereotypes they may have and accept more realistic, compatible images.
- Many schools and churches are making available special courses and seminars to help parents become more effective in fulfilling their responsibilities. One popular course is based on the book by Thomas Gordon, *Parent Effectiveness Training.*
- A number of television stations, especially public television, are including more local programing aimed at helping parents in their efforts to develop healthy, well-adjusted children who can become independent, contributing members of society. Others are using national programs, such as *Footsteps,* developed by the United States Office of Education, as an attempt to reach as wide an audience as possible with up-to-date information about parenting.

This list of examples is illustrative of some of the sources available to us as parents and teachers as we attempt to fulfill our important responsibilities in the lives of children, especially in the area of self-discipline.

Look around your own community. There are probably many persons and organizations involved in helping children there, perhaps working in such quiet and self-effacing ways that the work they do and benefits derived are not instantly apparent.

As you look around your community you may also notice some negative influences that are working to the detriment of the children's welfare: the glorification of violent behavior in many television programs and movies; the frequent use of force as the expedient way to solve human problems; the lack of confidence in the judicial system; the failure of some parents to fulfill their legal responsibilities to their children; the lack of recreational opportunities for youth. These are just a few of the many negative influences that threaten. You will probably find others of equally grave concern to you and your community. If no positive actions are being

taken related to such influences, you can speak out as a concerned parent or educator and then contact others in your community to establish greater support for your efforts on behalf of children.

It is difficult to document the effect that these negative factors have on children, just as it was difficult for our parents and teachers to know what might have had a negative influence on us when we were children. As a child, I myself was most influenced by the persons around me; and as a parent and teacher, I place a heavy emphasis on the importance of trying to be a model of the kind of behavior that I want my children and students to value. I believe that the most important models are the persons that our children live and learn with on a day-to-day basis in homes, schools and neighborhoods. Parents and teachers, friends, aunts and uncles, older siblings, the mature woman who lives alone across the street, the letter carrier or the police officer—these are all examples of *living* models, whose behavior can have a positive effect on the children with whom one comes in contact.

Yes, there are many persons like Alison Kilgour in our communities, persons who recognize their responsibility and willingly take positive action. We need to look around to find them sometimes. They are there to help us as parents and teachers because they believe that childhood education is everybody's business, and they want to do their share.

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"We speak for all the children of all of the nations, all the lands, knowing well that in their common human core is more of likeness than of difference, knowing too that only as we reach that common core in children will men the world over reach it in each other." So spoke Agnes Snyder, an early leader, of the purpose of the Association for Childhood Education International.

Founded in 1892 as the International Kindergarten Union, the organization became the Association for Childhood Education in 1930. The National Council of Primary Education merged with the Association the next year. Membership is open to all concerned with the education and well-being of children. Teachers, parents, college students, teacher educators, pediatricians, day care and community workers and others help make up the membership in 70 countries, mostly in active branches, but also through individual memberships.

The ACEI works to promote desirable conditions, programs, and practices for children from infancy through early adolescence. Members strive to inform the public of the needs of children and work for the education and well-being of all children. The ACEI's active publishing program includes an award-winning journal, CHILDHOOD EDUCATION, and award-winning bulletins as well as pamphlets and position papers. For further information about ACEI programs, membership, or for a free publications catalog or copy of the journal, write to: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.